

**RULES
OF
THE STATE BOARD OF EDUCATION**

**CHAPTER 0520-2-3
TEACHER EDUCATION AND LICENSURE**

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0520-2-3-.01 LICENSURE, GENERAL REQUIREMENTS.

- (1) Teacher candidates seeking licensure shall complete teacher education programs approved by the State Board of Education.
- (2) Teacher candidates seeking licensure shall meet the requirements in at least one area of endorsement.
- (3) Teacher candidates seeking licensure shall complete either a full semester student teaching program or an internship program in accordance with rule 0520-2-3-.11.
- (4) Teachers seeking initial licensure at the graduate level may complete a post-baccalaureate program in accordance with rule 0520-2-3-.12.
- (5) All programs of teacher education, both undergraduate and graduate, and the institutions providing these programs must be approved by the State Board of Education. This shall be done according to standards and guidelines established by the State Board of Education and the National Council for Accreditation of Teacher Education.
- (6) Teacher candidates seeking initial licensure must be recommended by an institution of higher education with an approved program of teacher education; the institution shall indicate the area(s) of endorsement for which the teacher has successfully completed requirements.
- (7) Teacher candidates seeking initial licensure must meet all requirements for tests specified by the State Board of Education.
- (8) The teacher license is the principal license authorized by the State Board of Education. All endorsements except as otherwise specifically provided are included on this license.
- (9) Teacher candidates seeking to add endorsements to a teacher license shall complete a teacher education program for additional endorsement. Institutions which offer programs for additional endorsement shall submit to the State Department of Education a list of specialty areas in which additional endorsements are offered. Institutions of higher education will verify completion of the appropriate course requirements to the Department of Education. Teachers who are licensed in Tennessee and who complete programs of study for additional endorsements at institutions in other states may be recommended by the out-of-state institution to the State Department of Education for additional endorsements.
- (10) Candidates seeking initial licensure and/or endorsement as a beginning administrator shall complete a graduate degree and a program of studies in school administration and supervision approved by the

(Rule 0520-2-3-.01, continued)

State Board of Education in accordance with guidelines established by the State Board of Education. Candidates may seek this endorsement with the initial license or as an additional endorsement.

- (11) Candidates seeking endorsement as a beginning administrator shall complete either a standard program or an internship program, and must be recommended by an institution of higher education with a program in school administration and supervision approved according to standards and guidelines established by the State Board of Education.
- (12) Candidates seeking endorsement as a beginning administrator shall meet the requirements for test/assessment specified by the State Board of Education.
- (13) A principal endorsed as a beginning administrator must successfully complete a customized professional development program, which includes the mentoring of an experienced principal assigned by the school system, and be recommended for the professional administrator endorsement by the superintendent within three years of employment as a principal.
- (14) Candidates seeking licensure and endorsement as a school counselor shall complete a graduate degree and a program of studies approved by the State Board of Education. Candidates must be recommended by an institution of higher education with a preparation program approved according to standards and guidelines established by the State Board of Education.
- (15) Candidates seeking licensure and endorsement as a school social worker shall complete a program in social work either at the bachelor's or master's level; candidates shall also complete a program of studies in school social work approved by the State Board of Education. Candidates must be recommended by an institution of higher education with a preparation program approved according to standards and guidelines established by the State Board of Education.
- (16) Candidates seeking licensure and endorsement as a school psychologist shall complete a program of studies in school psychology at the graduate level including an academic year internship. Candidates must be recommended by an institution of higher education with a preparation program approved according to standards and guidelines established by the State Board of Education.
- (17) Candidates seeking licensure and endorsement as a health science education teacher or as a trade and industrial education teacher shall complete a program of studies in professional education not to exceed 18 semester hours. Candidates must be recommended by an institution of higher education with a preparation program approved according to standards and guidelines established by the State Board of Education.
- (18) Candidates seeking licensure and endorsement as a reading specialist shall complete advanced studies in a program approved by the State Board of Education. Candidates must be recommended by an institution of higher education with a preparation program approved according to standards and guidelines established by the State Board of Education.
- (19) Candidates seeking licensure and endorsement as a school speech-language pathologist shall complete a program of studies in speech-language pathology at the graduate level. Candidates shall meet the licensure standards, employment standards and examination requirements of the State Board of Education.
- (20) Candidates seeking licensure to serve as a school speech language teacher working under the direction of a school speech language pathologist are trained to supplement – not supplant – the services of a school speech language pathologist and must hold a minimum of a bachelors degree and:
 - (a) Hold a current teacher license earned through a teacher preparation program approved according to standards and guidelines established by the state board of education. And also completes an endorsement program of studies in speech-language including 100 hours of

(Rule 0520-2-3-.01, continued)

supervised clinical practice. Candidates must be recommended by an institution of higher education with a preparation program approved according to standards and guidelines established by the State Board of Education;

- (b) Complete a teacher preparation program of studies for teachers of speech-language including 100 hours of supervised clinical practice. Candidates must be recommended by an institution of higher education with a preparation program approved according to standards and guidelines established by the State Board of Education. These candidates are eligible for a School Speech-Language Teacher (PreK-12) (A) license; or
 - (c) Complete a bachelor's level program of studies in speech language, speech language disorders or communications disorders including 100 hours of supervised clinical practice. Candidates must be recommended by an institution of higher education with a bachelor level program and verify the candidate meets the standards and guidelines of the Tennessee Teacher Licensure Standards: Special Education, School Speech-Language Teacher (PreK-12). These candidates are eligible for a Special Education, School Speech-Language Teacher (PreK-12) (B) license. The (B) license does not entitle the holder to teach courses other than those designated as part of a speech language program in a school based setting. No other teaching endorsement may be added to a (B) license. Other teaching credentials may only be earned through a preparation program approved according to standards and guidelines established by the State Board of Education.
- (21) Candidates seeking licensure and endorsement as a school audiologist shall complete a program of studies in audiology at the graduate level. Candidates shall meet the licensure standards, employment standards and examination requirements of the State Board of Education.
 - (22) Candidates seeking licensure and endorsement as a school audiologist shall complete a program of studies in audiology at the graduate level. Candidates shall meet the licensure standards, employment standards and examination requirements of the State Board of Education.

Authority: T.C.A. §§49-1-302 and 49-6-2108. **Administrative History:** Original rule filed November 16, 1989; effective February 28, 1990. Amendment filed November 30, 1990; effective February 27, 1991. Repealed and new rule filed March 16, 1992; effective June 29, 1992. Amendment filed May 12, 1992; effective August 29, 1992. Amendment filed November 22, 1993; effective March 30, 1994. Amended by Public Chapter No. 957 Acts of 1994; effective May 10, 1994. Amended by Public Chapter 251 Acts of 1995; effective May 19, 1995 (See Attorney General opinion No 094- 080.) Amendment filed January 31, 1995; effective May 31, 1995. Amendment filed May 31, 1996; effective September 27, 1996. Amendment filed May 28, 1999; effective September 28, 1999. Amendment filed March 29, 2000; effective July 28, 2000. Amendment filed December 19, 2002; effective April 30, 2003. Amendment filed June 30, 2003; effective October 28, 2003. Amendment filed May 19, 2005; effective September 28, 2005. Amendment filed March 23, 2007; effective July 27, 2007.

0520-2-3-.02 THROUGH 0520-2-3-.10 RESERVED.

0520-2-3-.11 INDUCTION.

- (1) General Requirements.

Teacher candidates shall successfully complete an induction program consisting of either a full school year internship or a student teaching semester in accordance with standards and procedures established by the State Board of Education.

- (2) Internship.
 - (a) The internship is a full school year experience following completion of a baccalaureate degree whereby teacher candidates are inducted into the teaching profession.

(Rule 0520-2-3-.11, continued)

- (b) The internship experience shall be planned jointly by the institutions of higher education in which the interns are enrolled and the local school system(s) in which the interns are placed with significant input from principals and teachers in the school system(s) and shall be approved by the State Board of Education.
 - (c) The internship experiences shall include classroom teaching, observation, course work, seminars, and planning and shall occur primarily in the school setting; internship experiences may occur in either public schools or other state approved schools.
 - (d) The interns shall spend more than half of the school year in direct teaching activities.
 - (e) The interns shall have regular and frequent contact with a team of mentors, both higher education faculty and K-12 teachers, throughout the school year.
 - (f) K-12 teachers shall assume mentoring roles and, in cooperation with higher education faculty mentors, direct the activities of the interns in the classroom.
 - (g) The interns shall have direct teaching experiences with students with diverse learning needs and varied backgrounds in at least two classrooms which may be in different schools.
 - (h) The interns shall be supplemental to the existing staff in the schools in which they are located.
 - (i) The performance of interns shall be evaluated by the internship team composed of teacher mentors, higher education faculty mentors, and principals or their designees.
 - (j) The interns shall be evaluated by the principals or designees to determine apprentice licensure status using the approved local evaluation model and by the institution of higher education faculty mentors to award college credit.
 - (k) Teacher candidates who successfully complete a full school year internship experience shall have the year count as the first year of apprentice licensure; the internship shall count as one full school year (10 months) on the state pay scale. The salary or stipend paid to an intern, if any, may be less than the regular salary on the state salary schedule.
- (3) Student Teaching.
- (a) The student teaching experience is a planned professional semester of at least 15 weeks that includes full day teaching and observation activities as an initial step in the induction process for teacher candidates.
 - (b) The student teaching experience shall be planned jointly by the institution of higher education and the local school system with significant input from principals and teachers and shall be approved by the State Board of Education as part of the teacher education program approval process.
 - (c) The student teachers shall have direct teaching experiences with students with diverse learning needs and varied backgrounds in at least two classrooms which may be in different schools.
 - (d) Regular seminars shall be held with higher education faculty to focus on application and analysis of teaching knowledge in the classroom.
 - (e) Cooperating teachers shall assume mentoring roles and direct, in cooperation with higher education faculty mentors, the activities of teacher candidates in the classroom.

(Rule 0520-2-3-.11, continued)

- (f) The performance of teacher candidates shall be evaluated by cooperating teachers and supervising higher education faculty with shared responsibility for formative evaluation.
 - (g) Summative evaluation shall be the responsibility of the higher education faculty with significant input from and consultation with cooperating teachers.
- (4) Beginning Teacher Program.
- (a) The beginning teacher program is an assisted experience whereby employed first year teachers (those with less than one year experience who have completed student teaching but not an internship) are inducted into the teaching profession.
 - (b) The beginning teacher program shall be planned by the local school system with significant input from principals and teachers.
 - (c) The beginning teacher program experiences shall occur primarily in the school setting and shall include classroom observations, opportunities for informed observations of both experienced teachers and other first year teaching peers, in-service seminars, and regular and frequent contact with teacher mentors throughout the school year.
 - (d) Mentors, along with principals, shall provide periodic and frequent formative evaluation designed to provide feedback and support to the beginning teachers.
 - (e) The principal or designee shall provide summative evaluation of the beginning teacher.
 - (f) Assistance shall continue until the beginning teacher acquires apprentice licensure status.

Authority: T.C.A. §§49-1-302 and 49-5-108. **Administrative History:** Original rule filed November 16, 1989; effective February 29, 1990. Repealed and new rule filed March 16, 1992; effective June 29, 1992. Amendment filed May 28, 1999; effective September 28, 1999.

0520-2-3-.12 POST-BACCALAUREATE PROGRAM.

Purpose: The post-baccalaureate teacher education program is designed to attract talented individuals and those seeking to change careers who have the potential to become good teachers.

- (1) Teacher candidates may seek licensure through post-baccalaureate teacher education programs, provided such programs are approved by the State Board of Education.
- (2) Institutions of higher education may apply to the State Board of Education to offer experimental post-baccalaureate teacher education programs in accordance with standards and procedures adopted by the State Board of Education.
- (3) Teacher candidates admitted to post-baccalaureate teacher education programs shall be those individuals who completed baccalaureate degrees but who did not complete teacher preparation requirements.
- (4) The post-baccalaureate teacher education program shall include either an internship or student teaching experience, planned jointly by the institution of higher education in which the teacher candidate is enrolled and the cooperating local school system with significant input from principals and teachers.
- (5) Institutions shall require candidates to address any deficiencies in their undergraduate education to ensure the attainment of the knowledge and skills required in general education, professional education, and the major for the teaching field; additional course work may be required based upon

(Rule 0520-2-3-.12, continued)

assessment of the knowledge and skills demonstrated by the candidate when admitted to the program or through assessment of performance during the induction experience.

- (6) Teacher candidates in post-baccalaureate programs shall complete at least an entire summer or full semester carrying a full load of course work in professional education including laboratory/field experiences prior to entering an induction experience.
- (7) The induction experience shall be structured in accordance with the standards and guidelines of the State Board of Education for the internship or student teaching.
- (8) Additional course work to meet other knowledge and skills required in general education, professional education, or the teaching area constituting a major shall be completed during and/or following the induction experience.
- (9) Teacher candidates who successfully complete an internship shall have that experience count as the first year of apprentice licensure; the internship shall count as one full school year (10 months) on the state pay scale.
- (10) If candidates complete student teaching, they are eligible for beginning teacher (apprentice) licensure and for a beginning teacher program during their first year of teaching in Tennessee.

Authority: T.C.A. §§49-1-302 and 49-5-108. **Administrative History:** Original rule filed November 16, 1989; effective February 29, 1990. Repealed and new rule filed March 16, 1992; effective June 29, 1992. Amendment filed May 28, 1999; effective September 28, 1999.

0520-2-3-.13 THROUGH 0520-2-3-.20 RESERVED.

0520-2-3-.21 EFFECTIVE DATES

- (1) Teacher candidates seeking licensure and endorsement in the following areas of endorsement shall meet the requirements of Rules 0520-2-3-.01(1) through (9), (17) and (18) and 0520-2-3-.11 by the effective dates listed below. Revised areas of endorsement are superseded according to the dates listed below.

Endorsement Area	Effective Date Sept. 1	Superseded Date Aug. 31
Early Childhood and Elementary Education		
Early Development and Learning PreK-K	2009	
Early Childhood Education PreK-3	2008	
Early Childhood Education PreK-4	2002	2008
Elementary Education K-6	2007	
Elementary Education K-8	2001	2007
Elementary Education 1-8	1994	2003
Middle Grades Education 4-8	2008	
Middle Grades Education 5-8	2001	2008
Reading (PreK-4, PreK-3, K-8, K-6, 5-8, 4-8)	2002	
Secondary Education: Academic		
English 7-12	2001	
French PreK-12 7-12	2001	
German PreK-12, 7-12	2001	
Latin PreK-12, 7-12	2001	
Russian PreK-12, 7-12	2001	
Spanish PreK-12, 7-12	2001	

(Rule 0520-2-3-.21, continued)

Other Foreign Language PreK-12, 7-12	2001	
Mathematics 7-12	2001	
Biology 7-12	2001	
Chemistry 7-12	2001	
Physics 7-12	2001	
Physics 9-12	2001	
Earth Science 9-12	2001	
History 7-12	2001	
Government 7-12	2001	
Geography 7-12	2001	
Endorsement Area	Effective Date Sept. 1	Superseded Date Aug. 31
Economics 7-12	2001	
Psychology 7-12	2001	
Sociology 7-12	2001	
Speech Communication 7-12	1995	
Secondary Education: Vocational Technical		
Agriculture Education 7-12	2009	
Agriscience 7-12	2009	
Vocational Agriculture	1994	2009
Agriscience 7-12	1994	2009
Business Education 7-12	2004	
Business Technology 7-12	2004	
Basic Business 7-12	1994	2004
Keyboarding 1-6 and 7-12	1994	2004
Shorthand	1994	2004
Data Processing	1994	2004
Office Technology	1994	2004
Family and Consumer Sciences 5-12	2008	
Food Production & Management Services 9-12	2008	
Early Childhood Care and Services 9-12	2008	
Consumer and Homemaking 5-12	1994	2008
Care/Guidance of Children 9-12	1994	2008
Food Management, Production & Svcs 9-12	1994	2008
Clothing Management, Production & Svcs 9-12	1994	2008
Technology Engineering Education	2005	
Technology Education 5-12	1994	2005
Marketing Education 7-12	2010	
Marketing 7-12	1994	2010
Visual and Performing Arts K-12		
Visual Arts K-12	2009	
Visual Arts K-12	1994	2009
Vocal/General Music K-12	2009	
Vocal/General Music K-12	1994	2009
Instrumental/General Music K-12	2009	
Instrumental Music K-12	1994	2009
Theatre K-12	1995	2010
Dance K-12	2009	
Special Education		
SE Preschool/Early Childhood PreK-3	2008	
SE Preschool/Early Childhood PreK-4	2006	2008
SE Preschool/Early Childhood PreK-1	1995	2006

(Rule 0520-2-3-.21, continued)

SE Modified Program K-12	2006	
SE Modified Program K-12	1995	2006
Endorsement Area	Effective Date Sept. 1	Superseded Date Aug. 31
SE Comprehensive Program K-12	2008	
SE Comprehensive Program K-12	1995	2008
SE Vision PreK-12	2009	
SE Vision PreK-12	1995	2009
SE Hearing PreK-12	1995	2010
SE Speech-Language Teacher PreK-12 (A)*	2007	
SE Speech-Language Teacher PreK-12 (B)*	2007	
SE Speech-Language PreK-12	1995	2010
Health and Physical Education		
Health and Wellness Education K-12	2009	
Health K-12	1995	2009
Physical Education K-12	2009	
Physical Education K-12	1995	2009
Occupational Education		
Health Sciences Education 9-12	2002	
Trade and Industrial Education 9-12	2002	
Other		
English as a Second Language PreK-12	1999	
Reading Specialist PreK-12	2005	
Library Information Specialist PreK-12	2000	
Gifted Education PreK-12	2009	

- * SE Speech-Language Teacher (A) shall meet the requirements of 0520-2-3-.01 (1), (2), (5), (6), (7), and (9) and 0520-2-3-.01(20) (a) or (b).
SE Speech-Language Teacher (B) shall meet the requirements of 0520-2-3-.01(20)(c)

- (2) Candidates seeking licensure and endorsement in the following areas shall meet the requirements of rules 0520-2-3-.01 (14), (15), (16), (19), and (21) by the effective dates listed below. Revised areas of endorsement are superseded according to the dates listed below.

Endorsement Area	Effective Date Sept. 1	Superseded Date Aug. 31
School Counselor PreK-12	1996	2007
School Social Worker PreK-12	1996	
School Psychologist PreK-12	2001	
Sp Ed School Audiologist PreK-12	2006	
Sp Ed School Speech-Language Pathologist PreK-12	2006	

- (3) Candidates seeking endorsement as a beginning administrator shall meet the requirements of rules 0520-2-3-.01 (10) through (13) no later than September 1, 1994.
- (4) Candidates seeking to add endorsements to a teacher license shall meet the requirements of the initial endorsements no later than the date on which the requirements for the initial endorsements become effective.

(Rule 0520-2-3-.21, continued)

Authority: T.C.A. § 49-1-302. **Administrative History:** Original rule filed November 16, 1989; effective February 28, 1990. Amendment filed November 30, 1990; effective February 27, 1991. Repealed and new rule filed March 16, 1992; effective June 29, 1992. Amendment filed May 12, 1992; effective August 29, 1992. Amendment filed August 10, 1993; effective December 29, 1993. Amendment filed November 22, 1993; effective March 30, 1994. Amendment filed January 21, 1994; effective May 31, 1994. Amendment filed May 31, 1996; effective September 27, 1996. Amendment filed January 14, 1997; effective May 30, 1997. Amendment filed April 27, 1998; effective August 28, 1998. Amendment filed November 18, 1999; effective March 30, 1999. Amendments filed May 28, 1999; effective September 28, 1999. Amendment filed November 30, 1999; effective March 29, 2000. Amendment filed March 29, 2000; effective July 28, 2000. Amendment filed July 31, 2000; effective November 28, 2000. Amendment filed December 19, 2002; effective April 30, 2003. Amendment filed June 30, 2003; effective October 28, 2003. Repeal and new rule filed March 1, 2005; effective July 29, 2005. Repeal and new rule filed April 17, 2006; effective August 28, 2006. Amendment filed March 23, 2007; effective July 27, 2007.

0520-2-3-.22 THROUGH 0520-2-3-.94 REPEALED.

Authority: T.C.A. §§49-1-302 and 49-5-108. **Administrative History:** (For history prior to June, 1992, see pages iii-ix). Repeal filed March 16, 1992; effective June 29, 1992. Amendment filed May 28, 1999; effective September 28, 1999.